

Mathematics Achievement Fund District Assurance

2014-2015

KENTUCKY DEPARTMENT OF EDUCATION

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2014-2015 Mathematics Achievement Fund (MAF) District Assurance

Background

The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training (otherwise not provided by the KCM), implementation of mathematics diagnostic assessment, and intervention services and program(s) that address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment, intervention services and program(s) should promote effective instructional practices in mathematics. Selected mathematics diagnostic assessment, intervention services and program(s) should be based on data specific to the needs of the identified students that the program(s) will serve.

As specified in KRS 158.844, the mathematics diagnostic assessment and intervention services and program(s) selected must be:

1. provided to a student by a certified teacher with training in mathematics diagnostic assessment and intervention services
2. based on reliable, replicable research; and
3. based on the ongoing assessment of individual student needs.

The mathematics diagnostic assessment, intervention services and program(s) selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools must be a local school district.

Options for Implementation (2014-2015 school year only)

Funded schools may choose one of the following implementation models for the 2014-2015 school year:

1. full-time MAF-funded intervention teacher (e.g., a 1.0 or two 0.5 certified individuals)
2. half-day MAF-funded intervention teacher

*The appropriate Title I contact at KDE should be consulted regarding any questions about use of Title I funds.

Since the Mathematics Achievement Fund grant stipulates a minimum of half-time MAF devoted to intervention students, the other half of the intervention teacher's time is flexible for collaborative work with other primary grade teachers. In the event the second option above is selected, schools will need to ensure that the intervention needs of students are met before any collaborative work with other primary grade teachers is considered.

Note: This grant is a school-based program. In the event a single district has multiple schools participating, each school must have the same percentage of the allotment as before.

Program-related questions for MAF should be directed to Pamela Pickens at: pamela.pickens@education.ky.gov

Requirements

Students that receive intervention services from the MIT, (whose salary is paid through the Math Achievement Grant fund)

- ❑ must be in the primary program and identified as at-risk in mathematics
- ❑ must receive intervention services based on a school determined process for recommending and assessing student eligibility
- ❑ must be assessed for purposes of identification with grant funded assessments

Role of the Mathematics Intervention Teacher

If option 1 or 2 listed above is chosen, the Mathematics Intervention Teacher must be highly trained, qualified and certified, with a minimum of 3 years teaching experience.

The following will NOT meet the criteria for Mathematics Intervention Teacher: classified staff, instructional assistants, emergency certified teachers or teachers in the Kentucky Teacher Internship Program (KTIP).

The MIT intervention teacher must:

- ❑ Read the MAF grant requirements, their school's grant proposal, and the MIT handbook.
- ❑ Attend or View the KDE/KCM Annual Mathematics Achievement Fund Launch Meeting Online
- ❑ Attend the fall in-person meeting for learning about evidence-based RTI and fidelity of the MAF program with the school principal
- ❑ Collaborate with their principal regarding decisions for spending the MAF grant money.
- ❑ Identify student intervention plans in Infinite Campus using the new intervention tab
- ❑ Administer and submit student assessments as directed by the Kentucky Center for Mathematics (KCM).
- ❑ Prepare mid-year and end-of-year reports for the Kentucky Department of Education (KDE), including a list of MAF expenses and an inventory of the school's MAF grant program property.
- ❑ Complete teacher assessments/surveys as directed by KCM or KDE staff.
- ❑ Attend and fully participate in all required MIT trainings/meetings/visits as specified by the KCM.
- ❑ Collaborate with administrators in the student identification process, carefully documenting student numeracy progress and needs.
- ❑ Collaborate with regular classroom teachers to improve the mathematics instruction in primary grade classrooms.
- ❑ Communicate with the KCM Regional Coordinator and/or KDE regarding any problems, needs for support, or legitimate reasons for meeting absences.

Role of the MIT's Building Principal

The building principal must:

- ❑ Provide support for the MIT, including:
 - access to students who are struggling in mathematics
 - materials
 - availability to meet with the MIT and/or Regional Coordinator **at least quarterly**
 - classroom space
 - a written plan detailing opportunities for the MIT to formally share with school staff best practices for developing numeracy and implementing the new Kentucky Core Academic Standards (KCAS) for Mathematics and the Mathematical Practices
 - time for administering assessments
 - acceptance of cutting-edge, daily lesson plans based on formative assessment and/or previous lessons
 - adequate time for lessons, video review (Math Recovery), and planning
 - appropriate group sizes for specific intervention
 - release time for training, conferences, visits/meetings as specified by the KCM and the KDE
 - professional development resources, such as books and journal subscriptions
 - collaborative online meeting time with other MITs
 - time for visiting/collaborating with the regular math classes and time for involving families
 - schedule at least one hour per month for the MIT to meet with other teachers and administrators regarding the progress and needs of the students receiving supplemental intervention from the MIT
- ❑ Secure the Terra Nova tests, if supplied by the KCM, at all times except during administration
- ❑ Attend and fully participate in a KCM/KDE sponsored in-person meeting in September/October in order to better understand evidence-based intervention and MAF program fidelity of implementation.
- ❑ Collaborate with the MIT in the identification of struggling students
- ❑ Consult with the MIT to carefully review diagnostic evident of student progress and need when making decisions about student placement and exit from supplemental mathematics intervention provided by the MIT
- ❑ Restrict the MIT assignment to primary grades mathematics teaching (no substitute teaching), at least half of which must be direct service for struggling primary students
- ❑ Collaborate with the MIT in decisions regarding appropriate expenditures of the Mathematics Achievement Funds (MAFs)
- ❑ Collaborate with the MIT in preparing the mid-year report and the end-of-year report for the KDE and
- ❑ (Financial Office) Submit quarterly budget reports and the next year's annual budget to KDE; work with the MIT to prepare the annual budget request and inventory checklist to submit to the KDE.

Assessments

The MIT must:

- ❑ Ensure that a universal screening assessment is administered to all primary students; and,
- ❑ Choose a testing plan and submit to the KCM for program evaluation. Also, submit the Terra Nova for intervention students or the school-wide screening data for all K-5 students. Contact Jennifer Martinez lambj1@nku.edu if you have questions about the testing options.

Reporting

704 KAR 3:480. Mathematics diagnostic and intervention grants states that monitoring of awarded grants [MAF funded schools] shall include at least the following:

- ❑ The school must agree to maintain and report progress-monitoring data on participating students to the Kentucky Department of Education (KDE) and the Kentucky Center for Mathematics (KCM).
- ❑ In an effort to increase collaboration, KDE will periodically conduct short surveys to collect program information. Building administrators and MIT's will submit requested information within a timely manner.
- ❑ The school must agree to designate a staff person to coordinate data collection and reporting. Funds cannot be used to hire an additional person above the elementary certified teacher highly trained in mathematics diagnostic assessment and intervention services solely for these duties.
- ❑ The school district must agree to provide quarterly financial reports for each funded school.
- ❑ The school must agree to participate in statewide evaluations of the program at the request of the Kentucky Center for Mathematics (KCM), <http://www.kentuckymathematics.org/index.html>
- ❑ In order to have a standard measure of progress, the school must use the common diagnostic assessments, progress monitoring, and outcome measures required by the KCM at least twice per year. Costs associated with ordering materials and scoring for the common assessments will be funded by the KCM and need not be part of the grant fund request. The common assessments currently required by the KCM are Terra Nova, although schools may opt to send their existing universal screening scores for all K-5 students rather than give another test.
- ❑ An annual evaluation report must be submitted and shall include:
 - student data
 - longitudinal student performance data and comparative progress data (e.g., those receiving intervention vs. those not receiving services)
 - pre/post tests
 - a teacher-monitoring mechanism to ensure program implementation
 - charting of all tiers of the school-wide RTI program

- the MIT's role and participation in the school's RTI committee
- monthly one-hour meetings held in which MIT met with other educators to discuss progress and need of the students they serve
- ❑ Annual data must be provided on:
 - teacher training
 - number of students identified in need of mathematics intervention services
 - number of students actually served
 - number of hours students receive intervention
 - evaluation of student progress data
 - description of professional development (including number of hours) in mathematics diagnostic assessment and intervention services for the MIT

FUNDING REQUIREMENTS (Non-Negotiable)

Travel

- ❑ Travel expenses incurred by the MIT required by the Math Achievement Fund will be reimbursed by the individual school

Budget

The School Budget Summary Form, a detailed, itemized explanation of expenditures, must be submitted to KDE.

Funds may be used to:

- ❑ support training of the MIT for mathematics diagnostic assessment and intervention services and programs
- ❑ implement research-based mathematics diagnostic assessment and intervention services and programs designed to improve the mathematics achievement of targeted primary students by the MIT
- ❑ provide salary for an elementary certified teacher highly trained in mathematics diagnostic assessment and intervention services for primary students to support implementation of the mathematics diagnostic assessment and intervention services and programs. Classified staff and/or instructional assistants cannot be hired or supported by grant funds
- ❑ provide quality professional development on research-based mathematics diagnostic assessment and intervention instructional strategies that improve the mathematics achievement of targeted primary students
- ❑ allow expenses to:
 - cover registration fees and travel for the MIT to attend state and national conferences specific to mathematics diagnostic assessment and intervention services for primary students
 - provide release time, substitutes or stipends for the mathematics intervention teacher to participate in job-embedded professional development including study groups and/or self or peer reflection on teaching practices related to mathematics as determined by the KCM

- purchase materials required for professional development of the MIT
- contract with a professional development provider of mathematics diagnostic assessment and intervention services
- train the mathematics intervention teacher in aligning family involvement activities to support the mathematics intervention program(s)
- purchase instructional materials required as a part of the research-based mathematics intervention program(s)
- purchase technology equipment, not to exceed \$5000, for the life of the grant. This purchase shall include no more than 5 computers. All technology equipment, including the computers, must be housed in the MIT area with priority for usage given to students served by the MIT.
- purchase software for a computer which is integral to the mathematics diagnostic assessment and intervention program(s)

Mathematics Achievement Fund Grant

Budget Summary Form

2014-2015

Name of School

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Object Code. Not all MUNIS codes listed need to be used. However, the school may not use Mathematics Achievement Fund grant monies for any MUNIS code that is not listed. Successful approval of budget is pending further review by the Kentucky Department.

| MUNIS Code | Description | Amount | Explanation of Expenditures |
|------------|---|--------|-----------------------------|
| 110 | Certified Permanent Salary | | |
| 111 | Extended Day Salary for Certified Staff | | |
| 113 | Stipends for Certified Staff | | |
| 120 | Certified Substitutes | | |
| 211 | Life Insurance ¹ | | |
| 213 | Liability | | |
| 214 | Dental Insurance ¹ | | |
| 215 | Long Term Disability | | |
| 219 | Other Group Insurance ¹ | | |
| 221 | Employer FICA Contribution | | |
| 222 | Medicare Employer Contribution | | |
| 231 | Kentucky Teacher Retirement | | |
| 233 | Other Employee Matched Retirement Contributions | | |
| 251 | State Unemployment Insurance | | |
| 253 | KSBA Unemployment | | |
| 260 | Workers Compensation | | |
| 298 | Other Employee Paid Benefits | | |
| 322 | Educational Consultant (non-LEA) | | |
| 338 | Registration Fees | | |
| 581 | Travel – In-District | | |
| 582 | Travel- Out-of-District | | |
| 584 | Travel – Out-of-State | | |

| | | | |
|--------------|---|--|--|
| 610 | General Supplies (consumables) | | |
| 641 | Library Books | | |
| 642 | Periodicals and Newspapers | | |
| 643 | Supplemental Books, Study Guides & Curriculum | | |
| 645 | Audiovisual Materials | | |
| 646 | Tests ² | | |
| 647 | Reference Materials | | |
| 648 | Software ³ | | |
| 650 | Supplies – Technology Related | | |
| 734 | Technology Related Hardware ⁴ | | |
| 735 | Supplies – Technology Related | | |
| 810 | Dues and Fees | | |
| 892 | Parent Involvement Meetings ⁵ | | |
| Total | | | |

¹These expenses may be paid form MAF grant funds, if they are paid for other teachers within the district.

²Schools may spend MAF grant funds for pre-screening all primary students.

³Schools must include WebEx (online conferencing software and MIT Community membership) in their budget. The cost for 2014-2015 is \$200 for each MIT/school. The \$200 fee may be waived for schools who correctly submitted 2013-2014 data for all their students K-5.

⁴Schools may purchase technology equipment, not to exceed \$5,000 (between July 1, 2011 and June 30, 2015). This applies to any equipment/hardware that has a cord and/or a battery. This purchase should include no more than 5 computers. All technology equipment, including the computers, must be housed in the MIT's classroom and used with primary grade students who receive interventions.

⁵No MAF food purchases are allowed for any reason.

Mathematics Achievement Fund

Assurance Statement

Kentucky Department of Education
2014-2015

(Please Print in Blue or Black Ink)

| | |
|------------------------------|--|
| School Name: | |
| School District: | |
| District Address: | |
| School Principal: | |
| Intervention Teacher: | |
| School Address: | |
| Phone: | |
| Email: | |

School Option: ___ one full-time teacher **OR** ___ two part-time teachers **OR** ___ one half-time teacher

Name of grant approved program _____

I have read the entire assurance statement and agree that the requirements will be met and the original grant approved program will be implemented by a highly qualified teacher.

Superintendent's Signature

Date

Principal's Signature

Date

Any district that chooses to receive MAF funding in FY15 will need to submit their budget for FY15 and the signed District Assurance to KDE at the address listed below. Any violation of above mentioned criteria could result in partial/complete loss of funding for the Mathematics Achievement Fund.

Pamela Pickens
Kentucky Department of Education
500 Mero Street, 19th Floor
Frankfort, KY 40601